



Issue 45 2003

New Audiovisual
Resources
Catalog!
See page 7



Better Business Practices

With **Child Care Connections**

~ A newsletter within a newsletter



Kristina was trying hard to get her mother to help her recall a name- the name of one of her mother's friends. "You know who she is," she cried. "She's that girl who likes kids." That "girl" was almost 40 years old and, herself, a mother of three!

Walking down the sidewalk lining a downtown business district, two groups of chatting people approached each other, absorbed in their separate conversations. One group consisted of my sister, mother and me, and the other a group of young women pushing a toddler in a stroller. As we drew closer, the toddler lifted his arm and pointed at me. I wore no hat nor anything outstanding yet he continued to point. I smiled and said "Hi," to him. As we passed, he turned and looked around the side of his stroller until it was no longer possible to follow us with his gaze. We laughed as I asked, "What was that about?" My sister said, "It's you! You've got 'it'. You're the lady with the sign. You know, the one that says, 'I like kids.'"

The wind whistled through the partially closed door to the entry, blocked by snow jamming the sill. A couple had just entered the bowling alley, carrying a baby. A foursome of bowlers were just leaving. One woman leaned over to another and whispered, "Look at them. Trailer trash." Having looked, the second woman walked over to the parents and child, tucked the extra length of child's pajama leg up over the hole that exposed the baby's toes and told the mother, "What a precious bundle. Family night, huh?" The mother gave her a wavering smile and nodded tentatively. Then, looking at her child's foot, she modeled the woman's action by placing her own hand over the baby's now covered foot.

In the bus station, a loud voice could be heard harshly directing orders at someone. Curious, I moved to where I could see the speaker. I needed only to follow the direction of the looks of other waiting travelers. Squatted against a wall, a disheveled young woman bossed about a boy of seven or eight. They were surrounded by belongings that the woman was trying to organize. Her voice was toneless, loud and totally without tact as she scolded. The boy tugged and pushed the baggage about, looking discomfited by the silent attention they were getting. I walked over to where the woman could see me. Looking up, she raised her eyebrows expectantly. "You have a good helper here," I said. "You should be proud of him." "Yes, he's a good boy," she agreed in the same toneless voice. "He helps a lot." It dawned on me then that this mother was deaf. Her toneless, harsh voice was not intended to hurt her son's feelings. Even so, I couldn't refrain from saying, "He needs to hear 'thank you'." The boy looked up at me with surprised interest. In a quiet voice but using distinct enunciation, I added, "Let him know you are proud of him. Please." He smiled at me then. As I walked away to the other side of the terminal, I heard a loud, harsh voice saying, "You're a good boy..."

Humorist Sam Levenson says, "Any beast can cry over the misfortune of its own child. It takes a mensch to weep for others' children." Rabbi Neil Kurshan, in his book Raising Your Child to be a Mensch, explains, "The term 'mensch' literally means a 'person' or 'man', but it represents a moral idea for all people, men and women alike...It means being sensitive to other people's needs and seeking out ways to help them. It is acquired by living close to family and extending one's sense of obligation beyond the family to the broader community. In the Jewish culture of Eastern Europe where the term arose, to call someone a mensch was the highest compliment that could be given."



The real business of child care is the business of caring. For those who stay in the child care field it ceases to be a vocation and becomes an avocation, a way of life, a pattern of living, a goal, a legacy. With the right habits and tools to keep you in business, you can live out your avocation of working with and for children. You can be a mensch. Put on your sign. Please.

-Lita Kate Haddal

The Child Care Information Center is a mail-order lending library and information service for anyone in Wisconsin working in the field of child care and early childhood education.

Sponsored by the Wisconsin Department of Workforce Development Child Care Section, CCIC has worked since 1986 to provide quality resources to match the needs of caregivers and parents.



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Better Business Practices

When making our businesses better, the tendency is to look at how we are doing and see which problems to eliminate. What if we instead focus on what we do well and how we can support that success?

The method is called *appreciative inquiry*. Part of the technique involves sharing *springboard stories*, when we tell each other stories that represent pivotal moments for us, when something happened that made a difference in our thinking. Then we ask ourselves, "What can we do to make that happen more often?" These shared episodes become springboards to improvement... points to jump from toward a higher level of operation...stepping up and onward. The springboard storytelling also serves the purpose of showing our audience that we relate to their situation, we have a valid part in the discussion because we have indeed "been there and done that".

By opening a shared door of relevance in the listener, we help them to absorb the concept of change in their own understanding or from their own experience. Typical to learning in both children and adults, real life applications are more readily retrieved from memory and transferred to new situations than are abstract philosophies.

A Chinese proverb captured the concept in this way:
"Tell me and I'll forget;
Show me and I may remember;
Involve me and I'll understand."

Let's liken *appreciative inquiry* to lawn grooming. We have a choice of how to eliminate inevitable weeds, like the inevitable problems in business. We can focus on the problems and kill the weeds by dosing the whole lawn with poisonous weed killer or we can choose to apply fertilizer to nourish the healthy grass, building up what we want to flourish. The strength of the nurtured grass then eliminates the weeds in a non-toxic way. The same principle applied to bettering your business is a positive way of dealing with staff, parents and community partners.

What do you have planted in your business "lawn" already that can be enriched? Policies, regulations and standards, parent and staff relationships, a distinctive facility, location, or curriculum? Perhaps the outcome of your *appreciative inquiry* regarding your business will be clear and relevant policies, organizational procedures that save time and stress, a sound business plan, a supportive board or parent group that works for you, positive staff and volunteers, and a network of community partners who can assist you in your business. Then you will have springboard stories of your own to share!

-Lita Kate Haddal, editor.

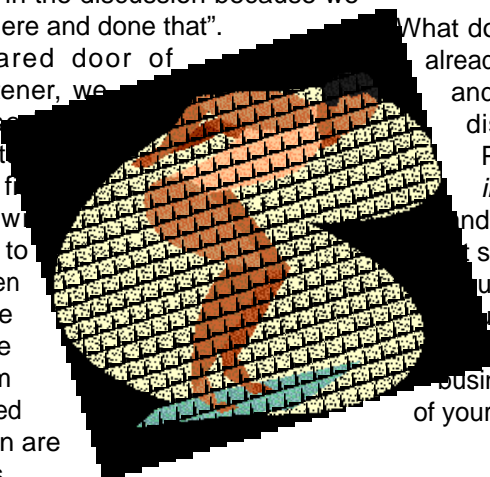


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News & Views

Storyhour on the Internet

A brand-new door into children's books from around the world, The International Children's Digital Library, is being "constructed". It will offer free online viewing of an initial inventory of 200 digitized books in 15 languages representing 27 cultures.

The library, at www.icdlbooks.org, hopes to expand to more than 10,000 titles. The goal of the project is to help kids understand the similarities and differences among people around the globe.

This site is designed so that children as young as 3 years of age may use it. Content should be of interest to children as old as 13 years. Created by the Internet Archive and the University of Maryland, it is even simple enough for teachers, librarians and caregivers to use easily!

Another safe Internet experience for children is storytime at <http://pbskids.org/clifford/stories/leaf.html>. Turn up the sound on your computer and let children read about Clifford's adventures there. This interactive website allows children to turn the pages and initiate action on their own. Several Clifford stories are available. There is a special section dedicated to the needs of caregivers, featuring ideas for extending the concepts stressed in the stories throughout the daily activities. Specific skills addressed in these activities are identified. Schoolage activities, such as printable word search puzzles and online games, are available here and at other places on the PBS website, <http://pbskids.org/>

UNICEF Child Rights Screen Saver

UNICEF is offering a free screen saver based on their photo poster series to remind you of the need everyday to remember children's rights. This can be accessed at <http://www.unicef.org/crc/screen.htm>

Download and install the screen saver appropriate for your screen resolution. Minimum requirements: Windows 95/98/NT, Pentium 166 mhz. Unfortunately, there is no Mac version at this time.



Unsafe Food Practice

From the National Resource Center for Health and Safety in Child Care by Dr. Sue Aronson

Recently, observers in early education settings saw teachers using uncooked kidney beans in play tables and art projects. Raw kidney beans are toxic.

According to the U.S. Food and Drug Administration (<http://vm.cfsan.fda.gov/~mow/chap43.html>), eating as few as 4-5 uncooked kidney beans can cause severe nausea, vomiting and diarrhea in 1-3 hours after ingestion. Uncooked kidney beans have an unusually high concentration of a chemical called phytohaemagglutinin that is destroyed when the beans are properly cooked by boiling. Apparently, cooking in a slow cooker may actually make the beans more dangerous because low temperature cooking increases the toxicity.

Other beans contain this chemical, but in much smaller amounts. So be sure to cook kidney beans by boiling (after you soak them.) Do not use them as toys or art objects for young children. In addition to their toxicity, raw beans are a small object hazard for young children. If the child puts a bean into a body opening, the bean may get stuck, swell and become very difficult to remove.

Carnegie Hall Listening Adventures

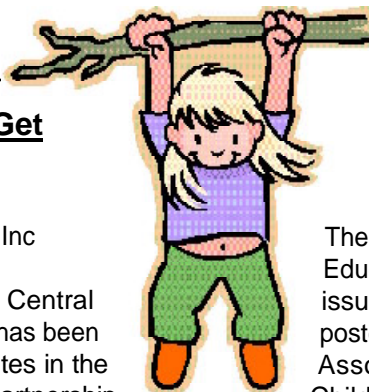
Music comes to life with visual interpretations, animated images, activities and stories at a new Internet website:

<http://www.listeningadventures.org/splash.html>

Even the youngest children will enjoy listening to classical music while watching the animated cartoon images on the computer. Musical themes and instruments are identified in ways that children can understand. Older children can respond to the clarifying messages and pertinent questions revealed on the screen as the action progresses.



News & Views



Rural Child Care Providers Get Help

By Amy Irwin, CCR & R of Central WI, Inc

Child Care Resource & Referral of Central Wisconsin, Inc., in Wisconsin Rapids, has been chosen to serve as one of two pilot sites in the state for the Child Care Business Partnership (CCBP), a program of Wisconsin Women's Business Initiative Corporation. Mid-State Technical College is also a collaborating partner. Southwest Wisconsin CCR&R, in Fennimore, is also a pilot site.

The mission of the CCBP is to increase business knowledge and resources for rural family child care providers. Family providers have one of the most demanding types of small businesses and play a crucial role in supporting parents and local economies. The partnership aims to empower providers with business knowledge to make child care programs more efficient and profitable, increasing sustainability. A workshop series and technical assistance program are offered to family child care providers in Adams, Clark and Wood Counties.

In the spring of 2003, a series of three workshops, "Files and Figures," "Customers and Cautions" and "Policies and Procedures", took place at Mid-State Technical College-Wisconsin Rapids Campus.

Following the business training, a consultant will work one-on-one with family child care providers to develop an action plan and strengthen business practices. This type of consultation would normally cost \$100-\$150 per hour. Business technical assistance will be offered free of charge to a limited number of providers. If you live in Adams, Clark or Wood counties, contact CCR&R, Inc., for an application, at 1-800-628-8534.

If you live in Crawford, Grant, Iowa, Lafayette, Richland, or Vernon Counties, phone 1-800-267-1018 to find out about the pilot program in your area.

Call for Proposals

The World Organization for Early Childhood Education (OMEPE), US National Board, has issued a call for proposals for their annual poster session held at the NAEYC (National Association for the Education of Young Children) Conference. The 2003 NAEYC Conference will be taking place in Chicago at McCormick Place from November 5-8.

This poster session and authors' table, to be held November 7, is designed to address the theme "The UN Convention on the Rights of the Child". Poster sessions may present research, curriculum highlights, teaching strategies, policy issues, comparative studies, etc. Posters should be displayed on 2' x 3' poster board. Space in front of the poster may be used for handouts or further display.

It is intended that this event will provide opportunities for attendees to:



access a wider forum of professionals for sharing and discussing research, curriculum ideas, and teaching practices related to early childhood education.



become more aware of current state, national and international policy issues and how they affect children, families, and communities.



examine replicable strategies for working on issues involving the global welfare of children.



inspire others to make a relevant difference in the lives of early childhood educators and the children they serve.



The deadline for submitting proposals is October 10, 2003.

For a complete proposal description, phone CCIC, 1-800-362-7353, or visit the OMEPE-USNC website at: www.OMEPE-USNC.org

News & Views

Amber Alert

On Wednesday, April 30, 2003, Wisconsin became the 41st state to initiate the Amber Alert* system, an emergency child abduction alert, in an effort to help find missing children quickly and return them safely to their parents/guardians. The Amber Alert Plan, one of the most effective strategies law enforcement agencies statewide can use to save the lives of missing children, is a collaborative partnership between law enforcement agencies, broadcasters and the Department of Transportation to alert the general public when a child is abducted.

The Emergency Alert System (EAS) provides a rapid response in the search for an abducted child. When a warning alert is activated, the entire community or the entire state is searching for an abducted child in a matter of minutes.

- Radio and television will interrupt regular programming with emergency tones similar to those used to announce severe weather warnings to alert the public with information about an abduction.
- Alerts will be sent out every 30 minutes for the first two hours, then once an hour for the next three hours.
- Highway message board signs can also be activated to transmit Amber Alert information to motorists.

To stay updated on active alerts and view photos of missing children, visit the following website:
<http://www.amberalertwisconsin.org/>



Child care providers and teachers, already aware of typical child behaviors and alert to children in their surroundings, may be especially useful as the eyes and ears of anxious families. If you suspect you have seen an abducted child, phone 911 or the number given in the Amber Alert.

* Named in honor of 9-year-old Amber Hagerman, who was abducted and murdered near her home in Arlington, Texas, in 1996.



Storyhour Helps School Readiness

The librarians at the DeForest Area Public Library have a reputation for looking for new ways to help people read and learn. They do not shush young readers nor cringe at talkative crowds; they welcome experimentation with materials and invent ways to have fun at the library.

They are happiest when they have participating learners using their library. They know that we actually learn best when we are enjoying ourselves; research on how the brain develops in young children proves this.

Now, the DeForest Library is also engaged in using infant brain research and new findings in early learning to reformat storyhours. They are working on ways for children to not only see and hear stories, but to feel and move to them as well. Because they have received a federal LSTA (Library Services and Technology Act) grant, they are carefully collecting data as they develop the project. However, while compiling a preliminary assessment, they found some astounding proof of the importance of storyhour, whether it is kinesthetic or not. **In one school readiness category surveyed, children who attended storyhour scored 46% higher than those who did not attend storyhour!**

The library, which serves a community of 7,650, holds 10 story hours a week and sees approximately 200 children. A daycare outreach librarian also provides storyhours at 30 daycare sites. The school district is assisting the library in the project by comparing the kindergarten test scores of children who attend storyhours and those who do not. The base line data derived from last year's cohort shows in one category alone (the ability to identify all letters of the alphabet) that 65% of storyhour attendees could identify all the letters vs. the children who did not at 19%. There are many measures within the testing areas and as the data becomes available the library will be able to use the information to emphasize certain skills or concepts to strengthen school readiness for area children.

For more information on this project call Judy Ecker or Jan Berg at the DeForest Area Public Library at 608-846-5482.

News & Views

Runaway/Throwaway Children

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) announces the availability of a 12-page bulletin, "Runaway/Throwaway Children: National Estimates and Characteristics."

Part of OJJDP's NISMART Series, this bulletin provides information on the number and characteristics of children who are gone from their homes either because they have run away or because they have been thrown out by their caretakers. The estimates presented in these pages are derived from data collected by the Juvenile Facilities Study and the Household Surveys of Adult Caretakers and Youth under the Second National Incidence Studies of Missing, Abducted, Runaway, and Throwaway Children (NISMART-2). Youth ages 15-17 made up two-thirds of the youth with runaway/throwaway episodes during the 1999 study year.

This bulletin was written by Heather Hammer, Ph.D. Senior Study Director, Temple University Institute for Study Research; David Finkelhor, Ph.D., Director, Crimes Against Children Research Center, University of New Hampshire; and Andrea Sedlak, Ph.D., Associate Director of Human Services Research, Westat, Inc.

Resources:

"Runaway/Throwaway Children: National Estimates and Characteristics" (NCJ 196469) is available online at <http://ojjdp.ncjrs.org/pubs/missing.html#196469>

A limited number of printed copies are available from the Juvenile Justice Clearinghouse (JJC). Copies can be ordered online at <http://puborder.ncjrs.org/> or by calling JJC at 800-638-8736. Please use the document number when ordering.

For full-text publications, information on OJJDP or JJC, and other juvenile justice information, visit the following:

Office of Juvenile Justice & Delinquency Prevention World Wide Web page at <http://ojjdp.ncjrs.org/>

National Criminal Justice Reference Service World Wide Web page at <http://www.ncjrs.org/>



New Website for WFCCA

The WI Family Child Care Association announces a colorful facelift to its web pages! Helpful information about regional representatives, current family day care licensing rules, conferences, and the WFCCA newsletters can now be accessed at: <http://www.wisconsinfamilychildcare.org>

Articles Online

The Child Care Information Exchange Library is now online. Search over 1,000 articles from this excellent publication by subject, author, or title and download what you want immediately for free. Simply go to: <http://www.ChildCareExchange.com>

Job Postings

If you are looking for a job in the early childhood world, or if you have a job opening to announce, check out the new "Employment Opportunities" service on the home page of the Child Care Information Exchange magazine web site, www.ChildCareExchange.com

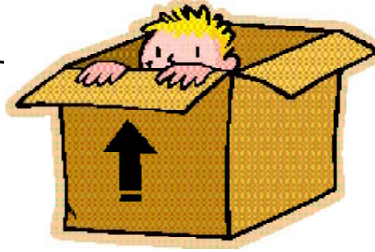
Job seekers can search through the list of job openings for free. Employee seekers can post their announcements for 60 days for only \$25 per line.

Job openings can also be advertised in **Child Care Information Exchange**. Check out advertising details on the CCIE web site listed above.

NEW CCIC Audio Visual List

Order the May, 2003, edition of this free catalogue of videotapes, audiocassettes, CDs and multimedia kits about children, families and caregiving that are available for loan to the WI child care community through CCIC. Child care workers in licensed centers in Wisconsin may earn up to 5 continuing education hours annually by viewing materials from CCIC. Teacher educators and training leaders may book materials ahead of time for desired dates.

News & Views



The Important Business Behind Caring for Kids

by Tammy Fleur, Kinderstreet Corporation

Do you remember why you decided on a career in Early Childhood education? Perhaps it was your love for children or your passion for education and getting kids off to a great start in life. Or maybe it was the thrill you got the first time you saw a young mind explore the possibilities life has to offer.

Ironically, if you're like most early childhood center owners and directors, you probably find your days filled with more paperwork than children. As a small business manager or owner, your operational and financial responsibilities can seem worlds away from your days in the classroom.

As far-removed as your business tasks may seem from caring for kids, you may have never been in a better position to have an impact on children than now as a center owner or director. We all agree that what goes on in the classroom is critical. But what happens to your business – the business that operates the classrooms, pays for the supplies and employs the teachers – makes the difference. The healthier your business is, the more chance you have of delivering consistently high quality care and education, and for giving every child a great start in life.

So where do you start? By recognizing your current costs and then drilling down into your operations. For the early childhood world, time is money because the bulk of each program's expenses are headcount and wages. And since you are required to maintain certain staffing levels and ratios, and people expect a certain minimum pay level, you don't have much wiggle room. Or do you? Have you ever asked:

- ? How much time is my staff spending on administrative tasks such as enrollment, updating child and family records and tracking attendance, generating bills, collecting payments, completing state-mandated reports and communicating with parents?

- ? What is the cost of these activities, both in dollars and in time not spent on caring for or educating children?
- ? What tasks could I streamline, simplify or automate?
- ? Are there redundant steps, rework and other low-value activities that I can eliminate?
- ? How much time and money could I save or reallocate?

Kinderstreet, a provider of Internet-based software, conducted a detailed study of the workflow of early childhood and before- and after-school programs of all sizes to answer these very questions. Out of this research, Kinderstreet developed a model, which can be used to quantify the time each task consumes and the associated cost based on key characteristics of the organization. The model carries these estimates a step further by quantifying the amount of time and money that can be saved by automating, streamlining and eliminating redundant steps, rework and other low-value activities.

So how much can programs save? Kinderstreet found that programs with 100 children can save \$11,000 or more annually, and larger programs can save up to \$65,000 or more each year – valuable time and money that can be refocused on the children and curriculum. But obtaining these savings requires a commitment to understanding how things are currently being done in your program and looking for ways to simplify, streamline and eliminate steps.



Is it time to give your business a quick check-up? Program owners, directors and administrators can contact Kinderstreet for a **free Cost Assessment Model** for their programs by accessing Kinderstreet's web site (www.kinderstreet.com) or by contacting Kinderstreet directly at (734) 822-2180, ext. 24.

KID'S NEWS

From U. S. Consumer Product Safety Commission

Safe Scooter-ing

The U.S. Consumer Product Safety Commission (CPSC) urges parents to be aware of the risks associated with un-powered scooters. With the increased popularity and affordability of scooters, parents need to be aware of the dangers associated with them. Very often children do not wear protective gear and are not fully aware of important safety precautions.

According to the CPSC, in the year 2000 there were more than 40,500 emergency room treated injuries and 5 deaths related to scooters. Most injuries were caused when riders fell from the scooter. Fracture and dislocations accounted for 29% of the injuries and 85% of the injuries were to children less than 15 years old.

The best investment against injury is protective gear, which can cost less than \$30.

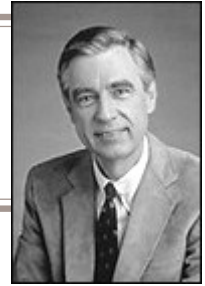


CPSC recommends the following safety guidelines to reduce scooter-related injuries:

- ☐ Wear a helmet that meets CPSC's bike helmet standard, along with knee and elbow pads.
- ☐ Wear sturdy shoes. (No bare feet or sandals)
- ☐ Be familiar with the steering, handling and brake system to make sure they are securely locked in place before riding.
- ☐ Check all nuts and bolts to be sure they are secure.
- ☐ Avoid steep hills, slippery/uneven surfaces and crowded walkways/streets.
- ☐ Obey traffic signs.
- ☐ Do not ride the scooter at night.

For more information on safety, contact CPSC at (800) 638-2772 or visit their website: www.cpsc.gov.

We all lost a good friend on February 27, 2003, when Fred Rogers died. As a tribute to Mister Rogers, we bring you these articles which share his consistent message that the most important ingredient we can bring to a successful adult-child relationship is unconditional love.



Each One of Us Is A Teacher

As part of President and Mrs. Bush's Early Childhood Initiative promoting literacy, Fred Rogers was invited to speak at the White House. In remarks before Mister Rogers' speech, the President said:

"Our goal as a nation must be to make sure that no child is denied the chance to grow in knowledge and character from their very first years. In Mister Rogers' Neighborhood, every child is welcome into the world of learning — not just a few, not just ones from certain neighborhoods, but every child."

Fred Rogers Remarks:

There was a day when early care was considered menial work. Not now. Thanks to sophisticated research, we know for sure that understanding and taking good care of infants and young children is one of the most important long-term goals of any modern society.

As important as all of our public television programs are, the most important time is when the program ends and the television set is turned off. That's when children can play about and talk about and learn more about what they've seen and heard. That's when their parents and their grandparents and their nursery school teachers and librarians and childcare providers take over and help them relate what they've seen to their everyday lives which, of course, helps the children realize how unique and connected their lives are and that they really matter. When human beings at any age sense that they can make a difference in the world, they are ready to learn.

When I was [at the White House] the last time, one of the guards said to me, "Thank you, Mister Rogers." I asked him why he was thanking me. And he said, "Well, during that silent time when you asked us to think of the people in our lives who had helped us become who we are today, I thought of my grandfather's brother, and I remembered just before he died (I was a little boy then) he took me to

his basement and gave me his fishing rod. I wonder if that's why I like fishing so much? I take the kids in my neighborhood fishing whenever I can."

See how each one of us is a teacher, how deep and personal the roots of true education really are.

Whatever gifts we give in love will always — eventually — make a profound difference in this life.

Together Times

A friend of ours recently had a "reading lesson" from his four-year-old nephew Philip. As a young man in his early twenties, our friend didn't have much experience with children, so he asked Philip if he had an idea of something they could do together.

"Sure," said Philip, "Would you read to me?"

So they gathered some books and sat on the couch with them. The uncle opened one of the books and began to read aloud.

"Not yet," interrupted Philip. He proceeded to snuggle in closer and draped his uncle's arm around him. "Now you can read!" he said.

He taught his uncle something important about reading that day. He seemed to be saying, "I'm not here just for the words and pictures in the book! I'm here for the whole warm experience of being read to by someone who cares about me!"

Think about the other times you've done something with your child — when you've made cookies together, cleaned up a room together, walked to the mailbox to mail a letter. You're saying, "I'm here not just for the baking or cleaning or walking, I'm here because I like being with you."

What a powerful way to say, "I care about you."

(These articles and more are available at the Family Communications website at: <http://www.familycommunications.org>)

Kindergarten 4 All

Did you know that the first kindergarten in the U.S. was established here in Wisconsin?

The year was 1857, in Watertown, and the ages served were not just the traditional 5-year-olds served today, but 2-, 3-, and 4-year-olds as well.

In a return to this historical precedent, many school districts across the state are moving towards the establishment of 4-year-old kindergartens. This is being done through individualized approaches selected by each community that chooses to participate. Although the first fear of child care providers has been that they will lose business and revenue, program participants report that child care businesses have been important to the success of their communities' 4-year-old kindergarten programs and overall economic health.

How do communities deliver care and education services to all 4-year-olds? Where does it happen and who does it? What about families who choose to keep their 4-year-olds at home? Wisconsin communities providing preschool programs for all 4-year-olds have options. These are some of the program options that clarify how child care centers can complement schools in providing places for 4-year-old programming to take place.

1. Community Site with a Licensed Kindergarten Teacher

Four-year-old children attend the program in the child care, Head Start or private preschool setting for 2-1/2 hours four or five days a week. The program is taught by a licensed, four-year-old kindergarten teacher employed by the community site. Families may choose to have children remain at the setting and attend the program for the rest of the day. The school district contracts with the community site based on the number of children enrolled.



2. Community Site with School District Teacher

Four-year-old children receive education services in the child care center, Head Start facility, or private preschool building. A school district teacher comes to the facility to conduct a 2-1/2 hour program four or five days a week. School district funds support the four-year-old kindergarten program at the child care, Head Start, or private preschool site. Families may choose to have the child participate in additional child care or other services provided at the site for the rest of the day.



3. School Site

Four-year-old children attend a 2-1/2 hour program for four or five days a week in a school district building. The program is taught by a kindergarten teacher employed by the school district. Some districts offer additional child care or Head Start services for children at the school site. In other districts, the child goes to a community site for child care or goes home.

4. At-Home Educational Support

When the child does not attend a school district or community-site program, parents can choose to receive and do curriculum related activities at home that support positive child development. Materials can be provided by the collaborative planning group or by another agency that serves families. Parents may also be informed of and invited to community programs sponsored by the collaborative, including family learning nights, parenting workshops, and support groups.



This is just a quick glimpse of the Wisconsin approach to four-year-old kindergarten. Phone Steve Kretzmann, DPI, (608) 267-9278, or CCIC, at (800) 362-7353, to order the following free booklets:

- ❖ Public awareness packet: Creating a community approach to serving four-year-olds in Wisconsin
- ❖ Community approaches to serving 4-year-old children in Wisconsin: Lessons learned from WI communities

Business Help in Spanish on the Internet

The Wisconsin Hispanic Chamber of Commerce

<http://www.hccw.org>

816 W. National Avenue, Milwaukee, WI 53204

Phone: 1-414-643-6963

Fax: 1-414-643-6994.

La Administración Federal de Pequeños Negocios (US Small Business Association)

<http://www.sba.gov/answerdeskhispan.html>

Estación de Respuestas, 200 North College Street, Suite A-2015, Charlotte, NC 28202

Phone: 1-800-827-5722

University of Wisconsin Extension's Small Business Development Centers

<http://www1.uwex.edu/sbdc>

(Información en Español: El Wisconsin Small Business Development Center (Centro de Desarrollo de Negocios Pequeños) ayuda a los dueños y administradores de negocios pequeños ofreciéndoles referencias, asesoría y entrenamiento. A través de todo el estado con sus doce oficinas de la Universidad de Wisconsin, el SBDC puede ayudarlo a comenzar, hacerlo crecer y administrar su negocio o empresa pequeña.)

Family Child Care Business Help

Redleaf National Institute: The National Center For The Business Of Family Child Care

<http://www.redleafinstitute.org>

Family child care providers can receive online business assistance at the Redleaf National Institute, committed to improving the quality of family child care by helping providers successfully manage their businesses. They also offer support to trainers, tax preparers and organizations who assist providers with their business. For information, email rni@redleafinstitute.org or phone 651-641-6675.

Funding Assistance

EFunding Solutions

<http://www.efundingsolutions.com>

EFunding Solutions is dedicated to helping educators locate every funding source available to them in the United States. The information in the database is free, sponsored through advertisements on the site. Grants may be searched for by region and targeted application, i.e., afterschool or early childhood. This site also provides many useful materials for improving your grant proposals as well as information on hiring the services of grant specialists to do the job for you.

Meal Planning Assistance

Child Care Nutrition Resource System

<http://www.nal.usda.gov/childcare>

Day care providers that participate in the USDA's Child and Adult Food Program (CACFP) and receive reimbursement for meals served will find the information at this site especially useful.

Contents include:

Resources--Training materials and sample activities program tools

Meal planning-- Nutritious menus and delicious recipes.

Food safety--Tips and materials.

CACFP information about regulations, program updates and discussions.

Links to other nutrition sites.

**If you don't have a computer
or you need help using the Internet...**

**Visit your local library or your
Child Care Resource & Referral
agency where staff can help you.**

Recommended Websites on School-Age Care

4-H

<http://www.4-h.org/resources/>

This site has links to many project resources.

Afterschool.gov

<http://www.afterschool.gov/>

National Institute on Out-of-School Time

<http://www.wellesley.edu/WCW/CRW/SAC/>

National Network for Child Care

<http://www.nncc.org/SACC/sacc.page.html>

National School-Age Care Alliance

<http://www.nsaca.org/>

Wisconsin School-Age Care Alliance (WISACA)

c/o Stacy Randall

WCCIP

813 Princeton Road

Janesville WI 53546

(608)758-8721

Fax: (608)758-8721

Email: stacyrandall@prodigy.net

School-Age NOTES

<http://www.schoolagenotes.com/>

Their catalog describes many good books on school-age care.

DWD Child Care Section Web Addresses

(Prepared by Pirkko Zweifel, DWD Child Care Section, 4/28/2003)

Main Page

<http://www.dwd.state.wi.us/dws/programs/childcare/default.htm>

Wisconsin Shares (eligibility guidelines, reimbursement rates by county/tribe, copay chart, statistics, etc)

<http://www.dwd.state.wi.us/dws/programs/childcare/wishares/default.htm>

Child Care Provider Information (CCPI) Web

<http://www.dwd.state.wi.us/dws/programs/childcare/ccpi/default.htm>.

Day Care Manual

<http://www.dwd.state.wi.us/dws/programs/childcare/wishares/manual.htm>

Grant Programs

<http://www.dwd.state.wi.us/dws/programs/childcare/grants/default.htm>

TEACH

<http://www.dwd.state.wi.us/dws/programs/childcare/teach/default.htm>

REWARD

<http://www.dwd.state.wi.us/dws/programs/childcare/teach/reward.htm>

Certification (rules, link to ops memos, etc)

<http://www.dwd.state.wi.us/dws/programs/childcare/certification/default.htm>

Certification Group Size Estimator

<https://dws.dwd.state.wi.us/descpcp/groupsizestimator/>

DWD Forms (certification and subsidy)

<http://www.dwd.state.wi.us/dwd/forms/viewsort/list.asp>

Child Care Council

<http://www.dwd.state.wi.us/dws/programs/childcare/council/default.htm>

E-mail subscription list serves (subsidy, certification, cc council, day care manual)

<http://www.dwd.state.wi.us/dws/programs/childcare/arrow/listserv.htm>

I deas

Create your own parent take-home page or newsletter!

It is not always easy to visit with parents at drop-off and pick-up times. Yet there are often important messages they need to receive from you.

Announcements, philosophy statements or helpful age appropriate tips for guidance or parent-child activities can be posted on a bulletin board or sent home as a newsletter or flyer.

Ready-written copyright-free items may be used in your parent take-home pages from UW-Extension's Child Care Connections, Child Care Information Exchange, Early Childhood News, and several other magazines. Always look on the inside cover of your source for the magazine's statement concerning use. Often reproduction is encouraged for educational purposes. It is a courtesy to let your sources know how you are using their material.

Wisconsin family child care provider, Jan Ehli, shares how she uses Child Care Connections, the center section of the Child Care Information Center Newsletter...

Christine Maestri, child care director and teacher educator, shares a column guiding children's behavior and motor development from a column she has written for parents for 15 years called "Pointers for Parents" ...



"The Medicine Wheel was a vision Black Elk, a Native American of the Oglala tribe of North Dakota, had over 100 years ago when he was nine years old. He dreamt of a large green circle intersected by a black and red line. The green circle represented all living things. The horizontal black line was the black road of difficulty. The vertical red line was the red road of peace. Where the two lines met in the center of the circle, the tree of kindness grew. The more kind deeds performed, the larger the tree grew; it blossomed and birds came to sing there. Black Elk did not reveal this to anyone until many years later.

Tell this story to your children and explain that it is our goal as people to stay on the red road of peace. Ask what would keep one on the red road of peace? ...being kind, helpful, gentle, etc. Explain that sometimes we find ourselves on the black road of difficulty. Then

ask what would put one on the black road of difficulty? ...hitting the dog, pinching your sister, etc. Explain that it is our job as a family to help each other stay on the red road of peace.

To make a medicine wheel for your home, use a piece of heavy cloth, canvas or paper. Draw the green circle, intersecting red and black lines, and the tree of kindness at the center. The red road goes up and down the middle of the circle, the black road goes across the middle of the circle. Mark North at the top of the circle, South at the bottom, East at the right side and West at the left side of the circle. This is the medicine wheel. To hang, punch a hole at each corner at the top and slide a stick through the fabric. Each member of the family draws a symbol to represent themselves along the edge as a border. On our medicine wheel at school, we have 2 dogs, 3 cats, a buck, a pumpkin, a hand, a flower, and a strong cow. We know who is who. The children know the story well and we use it every day. One child may ask another if he/she is on the red road of peace or not. It's a neutral way to remind one another in terms of geography where one wants to be without fingerpointing and long discussions of good and bad. It is a simple and concrete way for children to evaluate their own behavior."



CHILD CARE

Volume 12 (1) Spring 2003

CONNECTIONS



Parents Learn from Child Care Programs

Dr. Dave Riley, University of Wisconsin-Extension

Researchers have long known that children develop better in child care programs that have high parental involvement.

We can think of at least two reasons for that. First, when parents are involved, they can help the center become more consistent with the culture and values of the families. This consistency should help children.

The other possibility is that parents are actually learning things from the center that make them better parents. If that is true, then this could be the main way that high quality programs cause better child development. It isn't just what you do with the preschooler for 1-3 years, but might also be what you do with the parents, who continue to raise the child for many years to come.

Recent research findings have confirmed this idea. In a study of children from low-income households (including some from Wisconsin), researchers studied not only the quality of their child care settings but also observed inside the children's homes to see how much intellectual stimulation they were receiving. They observed when the child was 6 months old, and then again at age 36 months. They discovered that some homes were becoming much more intellectually stimulating during this time, and these were the ones where the children were attending higher quality child care settings.

Apparently the parents were seeing things at the child care program—materials and activities and ways of interacting with children—and they were adopting these practices at home.

This is consistent with a study we conducted here in Wisconsin several years ago. We asked the parents who used 75 family child care homes if their child care providers had helped them learn about parenting. Most of the parents said yes. We asked the same question of the 75 providers, and 79% of them gave us examples of ways they knew they had helped parents learn about childrearing.

Most of the parents' comments fit into one of the following five categories.

1. Learning to encourage a child's independence.
"I have a tendency to do too much for my child. Provider has encouraged me to let child do more for herself, even if it takes longer."
2. Getting emotional support as a parent.
"...to relax more about certain things and to keep my sense of humor."
3. Learning through role modeling. *"Most importantly, I get to watch her relaxed, warm, firm, fun behavior with the other children."*
4. Learning from the provider's knowledge and expertise.
"She is a wealth of knowledge at each stage of my child's development. She's helping us with methods to deal effectively with 2-year-old behavior." *"I like her advice because, unlike my Mom and sister, she doesn't have an agenda."*
5. Learning activities the parent can do at home. *"Things to do with my son for fun and learning."*

(continued on next page)



The child care teachers confirmed that they often knew they were teaching the parents by modeling (demonstrating) best practices. But many of the providers also kept copies of articles on common topics, waiting for parents to ask. The most common parenting problems that parents asked them about were toilet training, children's hitting and aggression, sleep disturbances, and separation anxiety.



Clearly, child care programs are having a big, and largely unacknowledged, effect on the quality of childrearing in this country. Child care may be the largest and most effective *parenting education* program we have!

This is a role that child care professionals recognize and embrace, even though most of us have little formal training or curriculum materials to support it. We may have a book of activity ideas (curriculum) for children, but who among us has a book of ideas and materials to use with the parents? This is a type of expertise we are just beginning to recognize and invent.

References

McCartney, K., Dearing, E., & Taylor, B.A. (2003). Is high-quality child care an intervention for children from low-income families? Paper presented to the Biennial Meeting of the Society for Research in Child Development. Tampa, Florida. April 24, 2003.

Riley, D., & Schmidt, B. (1993). Evaluation of Satellite Family Child Care. Madison, WI: University of Wisconsin-Extension.

Promising Practices from the Wisconsin's Early Childhood Excellence Centers



What We Saw: A father arrives to drop off his infant daughter. The teacher chats with the father as she takes the girl's coat off, asking if she slept this morning. When the father kisses his daughter and begins to leave, the teacher squats by her on the floor and says, "Say goodbye Dad". The infant continues playing with a toy, so Renee picks her up and shows her Dad by the door. The child now looks contentedly at her father. The teacher tells him "Have a good day" as he leaves.

What It Means: This teacher has built a good relationship with the father, who has become comfortable in the arrival routine. The teacher promotes a two-way **sharing of information**, which is essential to providing good care for infants and toddlers. Then the teacher makes sure the child acknowledges the parent's departure. This helps the child deal with any **separation distress** by building a sense of predictability and control. This will help as she moves through a phase of greater separation anxiety in the months ahead. It also helps alleviate the parent's separation distress by recognizing the parent's connection to the child.

(More Promising Practices on page 4)

Learn More

Wisconsin's Early Childhood Center's for Excellence experimented with many ways of increasing the involvement of parents. To learn more about what worked for them, see our article in the March-April issue of the Child Care Information Exchange magazine.

Hamilton, Roach, & Riley. (2003). Families as Partners in Centers for Excellence. Child Care Information Exchange, March-April (Serial No. 150), 14-18. You can order the article at their website: www.ccie.com.

If you don't subscribe to this excellent magazine, you can order a copy of the article (for \$5) from their web site at www.ccie.com.



Are You Open to Involving Parents in Your Childcare Center?

by Dorothy E. James, Ph.D., CFCS

How do you involve parents in your childcare center? Parents who bring their child to someone else to care for them for the first time have many concerns and questions. They are concerned most about their child's safety and ability to succeed in the new environment. Parents "check out" the center to try to get a feel for how they can contribute to the best outcome for their child. Parents often appreciate knowing ways in which they can participate in their child's care. Results when childcare centers and parents work together include:

- Parents are better able to understand and support what the center is doing.
- Center staff are better able to understand the needs and concerns of parents.
- Center programs are adjusted to meet the needs of children more fully.
- Parent-child relationships improve.
- Neighbors, who otherwise might not meet, begin relationships, and the community is strengthened.
- Children believe that their "work" is important to their parents and other adults.
- One long-term effect on children is that they receive higher grades and scores in school later on.



- **Demonstrate a skill or talent.** Some parents may have a hobby, such as bird watching or gardening, that they could show the children. Other parents may have exciting occupations, such as fireman or policeman, in which the children would be interested. The learning activities will be new each year, depending upon parents' skills and talents.

How can the center help the parents?

- **Provide age-level parent fact sheets.** The state departments of health and your county Extension office offer free materials on numerous parenting topics. Parents and caregivers should know what behaviors to expect at certain ages in a child's growth and development. Parents who have realistic expectations of their baby's growth and development are less apt to practice unsafe behaviors with their baby.
- **Teach parenting skills.** Serve refreshments, and let the kids stay in class for an extra 30 minutes every month while parents come in for a brief parenting and sharing class.
- **Video Recommendations:**
I Am Your Child: The First Years Last Forever. Outlines the importance of early parental attachment for enhanced infant brain development. \$5.00 at www.iamyourchild.org.
Never Shake a Baby: What Parents and Caregivers Need to Know. Includes vignettes from parents who have been exasperated with their baby's crying. (613)233-1900 or www.shakenbaby.ottawakiwanis.org.

How can parents be involved?

- **Reading.** Nothing promotes language skill like spending time with children reading age-appropriate books.
- **Take children on field trips.** If given enough notice, many parents can take off work to help chaperone a field trip. This provides a relaxed atmosphere for staff and parents to visit and for the parents to see their child in the group.

References:

Davis, D. (2001). "Supporting Parent, Family, and Community Involvement in Your School." National Parent Information Network.

Dr. Dorothy James is an Assistant Professor and Family Life Specialist with Texas Cooperative Extension. She directs a statewide effort to strengthen parenting skills and reduce child abuse.



Observations of Promising Practices from Wisconsin's Early Childhood Excellence Centers



What We Saw: The teacher greets a father, who has come to visit his infant son. She finishes feeding lunch to the boy as they chat. She tells the father what his son did during the morning - sat up for a while playing with toys. Dad explains how they give him time to lay on his tummy and push up with his arms. The teacher gets the infant out of the highchair and hands him to the father, saying, "Have some bonding time". They chat as she cleans up the highchairs and the floor from lunch. Dad asks about another child's age and sitting up, and the teacher tells him how they work on building the babies' back muscles. He asks about what abilities to expect in his child at this age, and she replies that each child is unique.

What It Means: The teacher's friendly greeting and willingness to chat helps to build a trusting relationship with this parent. She tries to make him feel welcome to visit and spend time with his son in the center. She lets the father see how feeding and sanitation routines are handled (like their children, **parents learn by observing** models). She also answers his questions about development. This kind of time spent together **sharing information** about the child helps to ensure **consistency of care** for the baby, and helps parents feel comfortable about the care their child is receiving. The teacher gains information about the child's experiences at home and the parent's child rearing practices and goals. This **sense of partnership** in the child's care benefits parents, child and caregiver. Research has confirmed that the early childhood programs with the most long-lasting impacts on child development are those that involve the parents the most.



What We Saw: On the parent bulletin board an attractively bordered, computer generated note is posted describing what the children did in the classroom that day. Pictures of children engaged in activities are also included (they have a digital camera in the center). Each day a new note is posted and the note from the previous day is placed into a 3-ring binder labeled, "What we do in classroom #1". This binder is placed on the parent table outside the classroom. Parents and visitors can look through this binder and get a good idea of what the children are doing each day.

What It Means: Often when parents ask their children what they did all day the answer is "nothing!" By posting each day what the children are doing in the classroom, it gives the parents a great **opportunity to start a discussion** with their child about what happened at school that day. It also **sends the message to parents that the teachers in this classroom have planned, organized activities.**

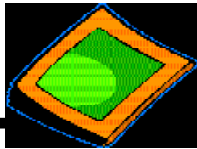
We have many more "Promising Practices" on everything from clean-up time TO learning self-control TO pre-reading skills (and 80 other topics). See them on our web site: <http://www.uwex.edu/ces/flp/ece/index.html>. Click on "Promising Practices."

CHILD CARE CONNECTIONS

Child Care Connections is a publication of the University of Wisconsin-Extension, in cooperation with:

- State of Wisconsin Early Childhood Excellence Initiative
- University of Wisconsin-Madison
- State of Wisconsin Department of Workforce Development (DWD)
- State of Wisconsin Department of Public Instruction Child Care Information Center (CCIC)

Special thanks to Lita Haddal, CCIC;
and the Department of Workforce Development Child Care Section.
For more information contact Deb Zeman at deb.zeman@uwex.edu



Articles and Items to Keep

Resources

1. **NEW Child Care Information Center Audio-Visual List, May 2003.** Compiled and annotated by CCIC librarian Glenna Carter. This free catalogue is an annotated list of videotapes, audiocassettes, CDs and multimedia kits about children, families and caregiving that are available for loan to the child care community in Wisconsin through CCIC. Child care workers in licensed centers in Wisconsin may earn up to 5 continuing education hours annually by viewing materials from CCIC.
2. **2003 Sourcebook. Child Care Business, January 2003.** List of vendors for child care center supplies and equipment.
3. **Freebie Listing.** Child Care Business, January 2003. List of businesses serving the child care community offering discounts and free materials or services.
4. **Packet of articles and handouts on policies, tax preparation, business and retirement planning** from Resources for Child Caring, Redleaf National Institute for the Business of Family Child Care. Tom Copeland et al.
5. **Packet of articles in Hmong on business start-up** from Resources for Child Caring, Redleaf National Institute for the Business of Family Child Care.
6. **Packet of articles in Spanish on business startup** from Resources for Child Caring, Redleaf National Institute for the Business of Family Child Care.
7. **Packet of articles and handouts on budget and finance** from the National Network for Child Care.
8. **Packet of tipsheets on business planning** from the WI Child Care Improvement Project (WCCIP).
9. **Drawstring conversions made easy.** WI Bureau of Consumer Protection. Brochure for parents on how to change the drawstrings in children's clothing to protect them from accidental strangling.
10. **Your Guide to Licensed Child Care.** A brochure for parents which summarizes the licensing rules as they pertain to the caregiver, the place and the program. Licensed child care providers are required to distribute this brochure to the parents of each child upon enrollment. Includes information on how to contact Resource & Referral agencies and licensing field offices. In English or Spanish.
11. **Your Guide to Legal Child Care.** A brochure about the Wisconsin day care licensing law, what other types of child care exist and when a license is not needed. Includes information on how to contact Resource & Referral agencies, certifying agencies, and licensing field offices. In English or Spanish.
12. **Your Guide to Choosing Child Care.** A brochure which gives pointers to parents on what to look for in choosing child care or evaluating the child care center or home they are already using, some of their responsibilities as parents and child care users, and how to contact Resource & Referral agencies, certifying agencies, and licensing field offices. In English, Spanish or Hmong.

Leading an Organization

13. **What is Appreciative Inquiry?** Joe Hall & Sue Hammond. Appreciative Inquiry, a way of changing an organization, works on the assumption that "whatever you want more of, already exists in all organizations".

14. The visionary director: Going for bigger dreams.

Margie Carter. Child Care Information Exchange, November 1998. "Somehow the idea of a vision for a program has been reduced to a set of goals, standards, and regulations...working with a vision requires developing oneself into a leader who inspires others to participate in and expand the vision.

*Many things we need can wait...
the child cannot.
To them we cannot say tomorrow,
their name is today.
-Gabriella Marella.*



15. " Don't forget to...Enhance your memory for better business. Renée Targos. Child Care Business, May 2002. The high stress of business can influence your memory adversely. The key to memory is how you store and retrieve facts. Here are some tips to help.

16. Peace of mind: Multi-site management. Lynette Ross. Child Care Business, September 2002. "Your Delegating Skills Checklist", included in this article, will help you evaluate your ability to ask for help and assign/share tasks with others.

17. The life cycle of the child care center. Gary Bess & Cindy Ratekin. Child Care Information Exchange, January 2001. This article helps us understand that a child care business will change as it becomes more established and endures a series of recognizable stages.

18. When it's time to say good-bye: Guidelines for closing programs. Nancy P. Alexander. Child Care Information Exchange, July 1998. Sometimes circumstances lead to child care businesses needing to shut down. A written plan that is sensitive to children, parents and staff, helps reduce the emotional toll.

Working with a Board

19. Recruiting effective board members: Keys to effective board management. Gary Bess & Cindy Ratekin. Child Care Information Exchange, May 1999. There is often a striking contrast between the serious attention given to staff selection and the casualness of board selection.

20. Learning the ropes: The job socialization of directors. Paula Jorde Bloom. Child Care Information Exchange, May 1999. This article describes the stages a director goes through in learning to function successfully with staff and board.

21. A director's lot is not a happy one: Using peer support to deal with role ambiguity and conflict. Henry M. Morgan. Child Care Information Exchange, January 2001. This article looks at the child care center as an organization and what the director's role is in relation to the staff and board.

Customer Service

22. Needing to assess and assessing needs: Guidelines for effectively assessing customer needs. Pauline Davey Zeece. Child Care Information Exchange, September 1998.

23. Do sweat the small stuff! Marketing that matters. Julie Wassom. Child Care Information Exchange, July 1999. This article tells us how important the follow-up to random center visits or inquiry calls is to enrollment successes.

24. The good business of being father-friendly: Does your center welcome male customers? Bruce Cunningham. Child Care Information Exchange, September 2000. Six areas of father-friendly service are described in this article.

25. Working with angry parents: Taking a customer service approach. Patricia A. Phipps. Child Care Information Exchange, May 1998. Your most important marketing tool is the word-of-mouth advertising your parents do for or against you. Therefore, deal with the dissatisfaction of parents in the professional manner of a business owner dealing with customer complaints.

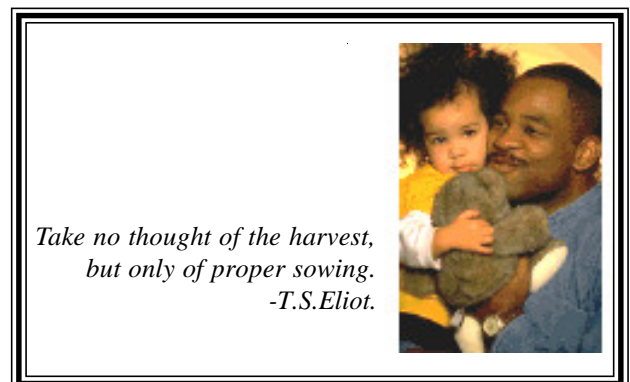
- 26. Remember me? I'm the other parent: Insights for meeting the needs of both parents.** Gigi Schweikert. Child Care Information Exchange, March 1999. Tips for strategically communicating with all parents, while also marketing your center to new and potential customers.
- 27. 7 Misconceptions about Internet viewing.** A.C. Miller. Child Care Business, May 2002. A growing number of child care centers are installing cameras in order for parents to log on to the Internet, using secure passwords, to view their children. This article attempts to explain the process and address the concerns regarding this new aspect of customer service.

Marketing Your Program

- 28. Power pack your center brochure: Keys to developing an effective marketing tool.** Julie Wassom. Child Care Information Exchange, July 2000.
- 29. The chatting game.** Kurt Peckman. Child Care Business, October 2002. "Want to get parents talking about your center? Try launching, or re-thinking, your newsletter."
- 30. Telephone etiquette.** Martha Ann Hill. Child Care Business, October 2002. The first impression a parent may get of your center is what takes place over the phone.
- 31. Make your mark: Successful marketing goes beyond mailers and ads.** Amy Campbell. Child Care Business, April/May 2003. Fresh angles on how to get attention and what to say when you do.
- 32. Off-season enrollment building: Reviewing and refining your marketing program.** Julie Wassom. Child Care Information Exchange, November 2002. A good business strategy is to use the times during the year when your center schedule is less busy to promote your business and prepare for more customers.
- 33. Tough marketing in tough times.** M.J. Jensen. Child Care Business, April 2002. Eight pieces of the marketing "pie" are described here.
- 34. On the road to River City: Simple marketing strategies.** Kimberly Mitcham. Child Care Business, April 2002. In-a-nutshell advertising ideas including ideas you have never thought of before, such as, advertising in the local high school yearbook.
- 35. Marketing party: Think of your marketing planning like organizing a party to help your business grow.** Edward Smith. Child Care Business, April 2002.
- 36. Keep 'em coming: Niche marketing strategies will help enrollment stay up even in a down economy.** Teri Carnicelli. Child Care Business, February 2003. Tips for cost-effective advertising of your child care business.
- 37. Quality care through multi-age grouping of children.** Leo Prendergast. Child Care Information Exchange, November 2002. Multi-age grouping is not the norm in group centers but may be the unique program aspect you want to market your center as offering.
- 38. Four-year-old kindergarten in Wisconsin.** WI Department of Public Instruction. A fact sheet on this program type.

Facility Planning

- 39. "What a wonderful place for children": Are parents saying this about your center?** Celia Martin Boykin. Child Care Information Exchange, September 2000. Take a few minutes to see how your center measures up with this facility checklist.



40. Playgrounds for school-age afterschool programs. Francis Wardle. Child Care Information Exchange, May 1998. The playground area of a school-age program is often inappropriate and should look different than a preschool playground. When marketing your program to a target population, you need to show you are indeed addressing the distinct needs of that group.

41. Making outdoor learning possible: Reflections on the importance of playing outdoors. Jim Greenman. Child Care Information Exchange, May 2003. A review of playground types. The first impression your center gives to viewers is the playground.

42. Site planning and layout. Gary T. Moore. Child Care Information Exchange, July 1998. After location, the first indicator of a successful marketing and business plan is your facility layout. Here are five issues to consider in planning your site.



*The universe is made of stories,
not of atoms.
-Muriel Rukeyser.*

Fiscal Management

43. Is your center in good financial health? Six symptoms and some prescriptions. Mary R. Brower & Theresa M. Sull. Child Care Information Exchange, November 2001. These tips are core strategies for keeping your business financially afloat.

44. Nine steps to headache-free fee collections: A compilation of ideas from the Exchange Panel of 200. Child Care Information Exchange, May 1998.

45. Collection connection. Teri Carnicelli. Child Care Business, February 2003. Getting parents to pay on time.

46. Cost-benefit analysis: Tools for decision making. Gary Bess. Child Care Information Exchange, November 2002. What is cost-benefit analysis? Plan by comparing different ways of getting a particular job done, the cost of each choice, and the estimated financial impact of the change.

47. ABC as easy as 1-2-3-. David Kuczki. Child Care Business, May 2002. This article works through the process of determining the cost-per-child in a center.

48. To profit or not-to-profit: That is the tough question. Roger Neugebauer. Child Care Information Exchange, July 1999. What does non-profit status entail and how is it beneficial financially?

49. Strength in numbers: Wealth of services is what gives franchised child care centers a leg up, even in tough economic times. Teri Carnicelli. Child Care Business, January 2003. Thinking of joining a center "chain"? Here is the "how-to" of the franchised child care business.

50. Show me the money! Demystifying the grants writing process. Renell Livingston, Ruth A. Davis, & Jo Ann Engelbrecht. "Grants can help cover some of the extra cost of quality, thereby freeing other funds for salaries."

51. The hard sell: Easing your fundraising efforts. Karen Butler. Child Care Business, April/May 2003. When center fees are not meeting your budget needs, consider a fund-raising project to supplement your income.

52. Funding a technology learning center. Cyndee Perkins. Child Care Business, March 2002. How to find funding for special equipment not covered in your budget.

53. Smooth over the rough times: Extra money-making ideas. Renée Targos. Child Care Business, October 2002. "If enrollment is down this year, balance out the tough times by increasing revenues with new products and services." These ideas and companies may help bring in some extra income.

- 54. Add it up: Managing multiple side businesses.** Kimberly Mitchum. Child Care Business, October 2002. Non-traditional services may increase your enrollment and offer extra income.
- 55. Unlocking the equity in your real estate.** Edward Routzong. Child Care Business, June/July 2002. Family-owned child care centers frequently have more equity- or cash- in their real estate than in their business. This article discusses using that potential for planning expansion, retirement or other investment purposes.
- 56. Your top re-investments: Advice from the field.** Renée Targos. Child Care Business, August 2002. Reinvesting in your business may bring a worthwhile return on your money. Three directors share their springboard stories about where reinvestment makes a difference.
- 57. The ins and outs of leasing.** Bob Jackson. Child Care Business, March 2002. Equipment leasing has become an increasingly popular option for companies that are looking to acquire new or used equipment.
- 58. Does your insurance coverage fit your needs?** Child Care Information Exchange, November 2002. The most common mistakes centers make when determining insurance needs and selecting a plan and reliable agent/company. This and more from a panel of insurance professionals who service early childhood programs.

Technology as a Management Tool

- 59. Transforming your computer from paperweight to management tool.** Chip Donahue. Child Care Information Exchange, July 2001. Groucho Marx said, "A child of five would understand this. Someone send me a child of five." We frequently use children to deal with our videos, cell phones and computers for us. We cannot prolong this form of illiteracy and need to take steps to defuse our fear of technology.
- 60. Can you manage it? Top ten special software needs of child care centers.** Lauren Hunter. Child Care Business, April/May 2003. Software products that are made specifically for managing child care centers.
- 61. Top selection.** Child Care Business, November 2002. Here is a quick look at some of the latest child care management software products that may handle your vital information more efficiently.
- 62. Down to basics.** Teri Carnicelli. Child Care Business, February 2003. Creating a website for your child care business is no longer a job requiring hiring an outside expert. Here's an explanation of how one approaches the task and a selection of recommended website builders.
- 63. Websites: Your top priorities explained.** Attorney David C. Gibbs, Jr. Child Care Business, February 2003. Administrating a website can be complicated. Here are explanations of the "terms of agreement" and legalities involved in using the Internet.
- 64. Ground for criminal activity? Internet pitfalls to be aware of: E-mail, the Internet and your confidential information.** Michelle Gardner. Child Care Business, September 2002.

Policy Development

- 65. Emergency Plan.** From Ready to respond emergency preparedness plan for early care and education centers, Bright Horizons Family Solutions. These materials are meant to assist organizations in developing their own policies and procedures for emergency situations.
- 66. Maximize parent support: Developing child care program policies.** Barbara Chernofsky. Child Care Business, April 2002. "Well-written policies should not only state the expectations of the program, but also identify the benefit of the policies to the parent and child."
- 67. Preparing to evaluate your child care center's performance: Steps to building an administrative infrastructure to support quality.** Cindy Ratekin & Gary Bess. Child Care Information Exchange, May 2003. Every center should have a mission or philosophy statement. Reviewing and adjusting this statement of policies and procedures should be a regular practice.

- 68. Rules of the road for transporting children: Guidelines for developing a motor vehicle safety program.** Bruce Hooker & Kentin Gearhart. Child Care Information Exchange, September 1999. A center needs a policy regarding vehicle use, such as, who is allowed to drive and for what purpose.

Personnel Policies

- 69. Writing a staff handbook.** Barbara Chernofsky. Child Care Business, March 2002. There are specific objectives to writing a handbook, such as, orienting staff to uniform expectations, standards, and instructions.
- 70. Countering center gossip: Guidelines for implementing an anti-gossip policy.** Margaret Leitch Copeland & Holly Elissa Bruno. Child Care Information Exchange, March 2001. Unprofessional behavior on the part of staff can give your center a bad reputation and undermine morale. Address it in your staff handbook.
- 71. Putting out the fires of conflict: Tips for conflict resolution in child care settings.** Christine L. Gillan. Child Care Information Exchange, May 2003. When parents or child care workers perceive that a child's health, safety, or happiness is threatened they usually respond with anger, fear, and concern. Procedures for handling conflict in a constructive manner should be addressed in your staff handbook.
- 72. Resolving staff conflict.** Glenn W. Olsen & Steven W. Shirley. Child Care Information Exchange, September 2001. Strategies for dealing with conflict control; turn disagreement into a team effort at problem-solving.
- 73. Thinking outside of the box.** Cindy Perkins. Child Care Business, November 2002. Some business phrases and concepts can be useful when choosing management tactics to use with center staff.

*You have to know that your real
home is within.
-Quincy Jones.*



Motivating Staff

- 74. Increasing productivity: One brick at a time.** Elise Darbro. Child Care Business, November 2002. Various management styles bring out differing responses in employees. Here are some insights into how to increase productivity in your staff.
- 75. Building and rebuilding your credibility: It's a matter of expectations.** Roger Neugebauer. Child Care Information Exchange, September 1999. Outlined here are clear standards for fair practice between director and staff with tips for keeping a professional view of work.
- 76. The career challenge: Expanding part-time School-Age Care jobs into full-time careers.** Tammy Marino. School-Age Review, Fall 2002. This administrator analyzes the strengths of staff to add relevant responsibilities to their jobs, assisting the director in her duties and empowering the employees in their work.

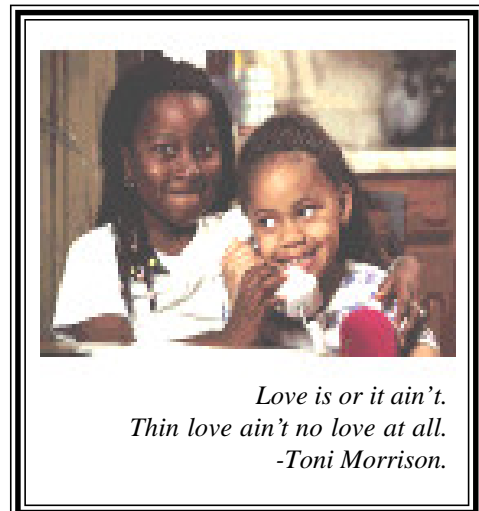
Staffing Issues

- 77. Hiring the right person.** Annette Cannata Heng. Child Care Information Exchange, September 2001. With this 5-step approach to the hiring process, you will be better focused on what to be looking for in an applicant.
- 78. Reduce staff turnover through effective interviewing: Guidelines for hiring the right people.** Child Care Information Exchange, July 2000.
- 79. Want to attract & retain high quality employees?** WI Dept. of Workforce Development. This highly informative brochure is designed for employers who are considering investing in child care services for their employees. It includes child care statistics for Wisconsin and an overview of child care options and financial assistance choices for employers.

- 80. Moving staff through difficult issues.** Margie Carter & Ann Pelo. Child Care Information Exchange, July 2002. Inevitably, staff comes and goes. When it occurs too frequently, this turnover has a demoralizing impact on a program. However, there are ways to build morale by communicating in these suggested ways.
- 81. Do I have to? Terminating employees.** Jan Laube Totten. Child Care Business, October 2002. Termination of employees is part of the job of an employer or director. The following tips can help directors avoid problems related to this unpleasant task.
- 82. Adding back-up care to your center: Suggestions for program implementation.** Liz Kinstlinger. Child Care Information Exchange, September 1999. Substitutes for various purposes are a must for continuity of care and a full-service business.
- 83. Caring for the little ones: Continuity of care.** Karen Miller. Child Care Information Exchange, September 1999. This article describes a staffing system for Infant-Toddler care recommended by psychologists and child development specialists.
- 84. Keep volunteers invested in your program: Ideas for effective supervision of volunteers.** Dawn Marie Barhyte. Child Care Information Exchange, November 2000. Volunteers can boost the one-on-one attention children receive in your center. Organizing their time well will increase their satisfaction and keep them with your program.

Community Collaborations

- 85. Reaching out to the community: Community partnerships can bring incredible resources and rich ideas to your program.** Kimberly B. Moore. Scholastic Early Childhood Today, April 2003. This article contains powerful but simple ideas on using community connections to enrich your program and ways to sustain that support.
- 86. Community marketing made easy: Tips for communicating your message.** Julie Wassom. Child Care Information Exchange, November 2002. The goal of this article is to encourage center owners to regard themselves as business professionals, using self-promotion as a marketing tool by interacting personally with community organizations and other businesses.
- 87. Building a community experience.** Kelly Matthews. Young Children, November 2002. This is an article about fieldtrips which includes tips on how to partner with small businesses in your community to help defray the costs of outings that are not free.
- 88. Congregations that care: Child care in religious institutions.** Child Care Information Exchange, November 1998, and Religious organizations taking proactive role in child care. Child Care Information Exchange, May 2000. Two articles by Roger Neugebauer. One sixth of all child care centers are in a religious facility. Four out of five of these centers receive free or reduced rent by partnering with a house of worship. These articles give a background of church child care and its special challenges and trends.
- 89. Creative alliances maximize center efforts.** Christina Cox. Child Care Information Exchange, March 1999, and Bravo! Center directors share their collaborative success stories, May 1999. This collection of springboard stories will give you ideas for who you can partner with in your community to expand your services and help fund your business.



Books- to- Borrow

Group Day Care Center Administration



Overviews

90. 250 management success stories by child care center directors.

Redmond, WA: Exchange, 1995. 48 pages. If you're casting about for creative new ideas, you're bound to find some you can use among these 250 stories, one or two paragraphs each, reprinted from the magazine *Child Care Information Exchange*.

The art of leadership: Managing early childhood organizations. Bonnie & Roger Neugebauer, editors. Redmond, WA: Exchange, 1998. *Child Care Information Exchange* is one of the very best magazines for child care administrators, and this two-volume set includes 81 of the magazine's best articles on effective management of early childhood programs.

91. Volume 1 (166 pages) covers leadership, organizational management, financial management.

92. Volume 2 (188 pages) covers personnel management, program development, community relations.

93. Child care center management guide: A hands-on resource. 3rd edition. Clare Cherry, Barbara Harkness, Kay Kuzma. Belmont, CA: Fearon Teacher Aids, 2000. 480 pages. Well-organized, practical guide to directing an early childhood program.

94. Developing and administering a child care center. 4th edition. Dorothy June Sciarra & Anne G. Dorsey. Albany, NY: Delmar, 1998. 502 pages. Written primarily for students of early childhood education, this book is also a good source of information for practicing directors. It combines a focus on positive relationships and interactions with the technical information needed to administer a successful child care center, including many sample documents and forms.

95. Opening and operating a successful child care center. Dorothy June Sciarra & Anne G. Dorsey. Albany, NY: Delmar Thomson Learning, 2002. 485 pages. This book is for directors responsible for starting new centers. It focuses on positive human relationships and sound fiscal and program management skills. Gives suggestions for the use of computers and includes many sample documents and forms.

96. The practical guide to quality child care. Pamela Byrne Schiller & Patricia Dyke. Beltsville, MD: Gryphon House, 2001. 192 pages. This comprehensive but clear and easy-to-read handbook provides specific guidelines for virtually every aspect of early childhood administration.

97. The visionary director: A handbook for dreaming, organizing, & improvising in your center. Margie Carter & Deb Curtis. St. Paul, MN: Redleaf, 1998. 283 pages. High-quality child care can change a community for the better, but it takes a director with vision in addition to day-to-day management skills. This inspiring book offers the visions of many directors and a framework for organizing your thoughts and work to build a vibrant learning community.

Budget and Finance

98. The bottom line for children's programs: What you need to know to manage the money. Gwen G. Morgan. Beltsville, MD: Gryphon House, 1999. 224 pages. Stating that budget is policy, this financial handbook tells you, clearly and simply, what you need to know to manage the money in a program for children. Includes forms, worksheets, checklists, samples, and case studies.

99. **Managing money: A center director's guidebook.** "The Best of Exchange" Article Collection #11. Redmond, WA: Exchange, 1997. 160 pages. Clear, practical, and to-the-point articles from the magazine *Child Care Information Exchange* were updated for this book.

Business Plans and Goals

100. **Smart steps to smart choices: testing your business idea.** David H. Bangs. Chicago, IL: Upstart, 1996. 184 pages. Though not specific to child care, this guide leads you through the process of deciding if small business ownership is for you.

Marketing

101. **101 ways to build enrollment in your early childhood program.** Ellen Orton Montanari. Phoenix, AZ: CPG Publishing, 1992. 166 pages. Practical, inexpensive ideas for directors who are intimidated by marketing, but would like to build and maintain enrollment.
102. **Marketing madness? The essential marketing toolbook for summer programs.** Susan Stanco. Carson City, NV; Casa d'Arte. 103 pages. Tips and guidelines for attracting families, geared especially toward summer camp and after-school programs. Includes registration and survey forms for parents, staff and children.
103. **On-target marketing: Promotion strategies for child care centers.** "The Best of Exchange" Reprint Collection #4. Redmond, WA: Exchange, 1996. 48 pages. Popular and practical *Child Care Information Exchange* articles on how to build the enrollment and reputation of your child care center.
104. **Spreading the news: Sharing the stories of early childhood education.** Margie Carter & Deb Curtis. St. Paul, MN: Redleaf, 1996. 64 pages. Starting with everyday tools and your daily observations, this book tells how to combine visual images and briefly written narratives into "documentation panels" to capture attention, raise awareness, and let everyone know about the important work you and the children do.

Parent-Provider Relations

105. **Family-friendly communication for early childhood programs.** Washington, DC: NAEYC, 1996. 117 pages. The 93 articles in this book—ranging from biting to the role of play—can be used as is or customized for newsletters, family packets, parent-teacher conferences, bulletin boards, and parent handouts. In addition to the articles, the book suggests many other ways to deepen your communication with families and build mutual trust.
106. **How does it feel? : Child care from a parent's perspective.** Anne Stonehouse. Redmond, WA: Exchange, 1995. 69 pages. Using stories and cartoons to illustrate many familiar examples of caregiver-parent interactions, this book aims to help caregivers get a clearer idea of how child care feels to a parent.
107. **Parent relations: Building an active partnership.** "The Best of Exchange" Reprint Collection #9. Redmond, WA: Exchange, 1994. 48 pages. Classic articles from the magazine *Child Care Information Exchange*.

Personnel Policies, Benefits, and Supervision

108. **Circle of influence: Implementing shared decision making and participative management.** Paul Jorde Bloom. Lake Forest, IL: New Horizons, 2000. 82 pages. This book for center directors tells how to give staff a greater voice in a variety of decisions and make them vital partners in achieving centerwide goals.
109. **Creating better child care jobs: Model work standards for teaching staff in center-based child care.** 2nd edition. Washington, DC: Center for the Child Care Workforce, 1999. 31 pages. Good care for children depends on good child care jobs. This book describes in detail the high-quality work environment required for good child care, and tells how you can enlist the wider community to help you get the resources you need to reach those high goals in your workplace.

110. **Developing a hiring process.** Hayward, WI: Wisconsin Child Care Improvement Project, 2002. 30 pages. The best time to think about how you hire staff is when you are fully staffed. Then you can think through the process of how to find the right person for the job and ensure that you are following the laws that govern employers. This book offers a system that can help you hire the right person for the job based upon your center's philosophy and goals. It tells what you should consider and gives samples of all forms.
111. **Leaders and supervisors in child care programs.** Dorothy June Sciarra & Anne G. Dorsey. Albany, NY: Delmar, 2002. 239 pages. Informative guide for anyone interested in a leadership role in a child care organization. Covers the basics of staff orientation and supervision, good communication, professional behavior, how leaders can serve as agents of change.
112. **Making the most of meetings: A practical guide.** Paula Jorde Bloom. Lake Forest, IL: New Horizons, 2002. 101 pages. Meetings are the glue that holds early childhood organizations together. This book is filled with practical tips and techniques to help center directors lead more engaging and productive meetings.
113. **The right fit: Recruiting, selecting, and orienting staff.** Kay Albrecht. Lake Forest, IL: New Horizons, 2002. 126 pages. This book breaks down the hiring process into manageable parts and suggests practical and effective techniques to help center directors find teachers with the right fit for their program's particular needs.
114. **Staff challenges.** "The Best of Exchange" Reprint Collection #13. Redmond, WA: Exchange, 2001. 206 pages. Finding and keeping qualified staff is an administrator's key responsibility in ensuring quality care. This book is full of real-world advice on recruitment, policy and procedure development, orientation, training, motivation, supervision, and overcoming challenging situations.
115. **Taking on turnover: An action guide for child care center teachers and directors.** Marcy Whitebook & Dan Bellm. Washington, DC: Center for the Child Care Workforce, 1999. 164 pages. How to cope with turnover and ways to reduce it by making changes in your work environment, recruitment and hiring, compensation, substitute policies, and community efforts.
116. **Training teachers: A harvest of theory and practice.** Margie Carter & Deb Curtis. St. Paul, MN: Redleaf, 1994. 274 pages. This book brings together the best in innovative training tools and strategies. It shows trainers how to help teachers construct their own understanding and respect their own learning styles so teachers can help children do the same. Includes an 8-week course on child-centered curriculum planning for 2- to 5-year-old children.
117. **The what, why, and how of high-quality early childhood education: A guide for on-site supervision.** Revised edition. Derry G. Koralek. Washington, DC: NAEYC, 1995. 172 pages. Valuable tool for directors, supervisors, teachers, and caregivers who want to take a thoughtful look at their own practices, identify needed improvements, and translate knowledge into action and real change.

Policies, Contracts, and Forms

Official DHFS child care forms are on the Internet at http://www.dhfs.state.wi.us/rl_dcfs/FORMS.htm

118. **Caring for our children: National health and safety performance standards: Guidelines for out-of-home child care.** 2nd edition. Elk Grove Village, IL: American Academy of Pediatrics, 2002. 515 pages. Extensive, detailed standards for the health and safety of children from birth to 12 years in family and group child care centers.
119. **Model child care health policies.** 4th edition. Susan Aronson. Washington, DC: NAEYC, 2002. 68 pages. Model health policies designed to allow you to insert information specific to your child care setting. Includes reproducible forms and resource lists.
120. **The ultimate guide to forms for early childhood programs: Hundreds of forms prepared by nationally accredited programs.** Wendy Biasetto. Aurora, CO: Learning Expo, 1995. 237 pages. In addition to hundreds of forms used in NAEYC accredited early childhood programs, this book also includes a sample parent handbook and staff handbook.

Self-Care and Inspiration

- 121. **For the love of children: Daily affirmations for people who care for children.** Jean Steiner & Mary Steiner Whelan. St. Paul, MN: Redleaf, 1995. 382 pages. If all the details of operating a child care center start to get you down, the little stories in this book—one for each day of the year—will quickly refresh your spirit and remind you of why your efforts for children are so very worthwhile.
- 122. **Lifesavers: Tips for success and sanity for early childhood managers.** Sue Baldwin. Stillwater, MN: Insights Training & Consulting, 1996. 149 pages. Hundreds of life-tested, straightforward, and easy-to-apply personal and professional tips for administrators, directors, lead teachers, and others who deal with the people who care for children.
- 123. **Lighten up and live longer: A collection of jokes, anecdotes, and stories guaranteed to tickle your soul.** Sue Baldwin. Stillwater, MN: Insights Training and Consulting, 1999. 160 pages. When the inevitable stresses of life have you feeling too uptight, stories like these about children, teachers, parents, and grandparents can help you balance the seriousness of life with humor and some healthy belly-laughs.

Family Child Care Administration

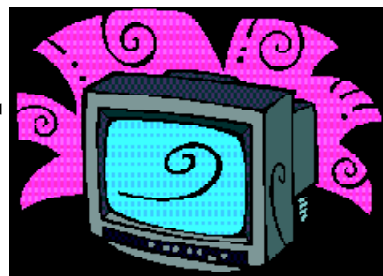
Caring for children in family child care. Derry G. Koralek, Laura J. Colker, Diane Trister Dodge. Washington, DC: Teaching Strategies, 1993. This comprehensive, self-instructional training program for family child care providers covers all 13 Functional Areas of the Child Development Associate (CDA) Competency Standards.

- 124. **Volume 1** (386 pages) covers six areas: safe, healthy, learning environment, physical, cognitive, communication.
- 125. **Volume 2** (425 pages) covers seven areas: creative, self, social, guidance, families, program management, professionalism.
- 126. **Circle of love: Relationships between parents, providers, and children in family child care.** Amy C. Baker & Lynn A. Manfredi/Petitt. St. Paul, MN: Redleaf, 1998. 130 pages. Explores the emotionally charged issue of love in family child care settings. Uses real-life stories to show how parents and providers can work together to meet the attachment needs of children and surround each child with love.
- 127. **Creating better family child care jobs: Model work standards.** Peggy Haack. Washington, DC: Center for the Child Care Workforce, 1999. 40 pages. Describes components of the family child care work environment that enable providers to do their jobs well and continue on the job for a longer time. Many of these standards rely on a greater public investment, so the book is an educational and organizing tool as well as an assessment and planning tool.
- 128. **The creative curriculum for family child care.** Revised edition. Diane Trister Dodge & Laura J. Colker. Washington, DC: Teaching Strategies, 1998. 253 pages. General information on setting up a family child care home and specific suggestions for nine activity areas: dramatic play, blocks, toys, art, sand and water, books, cooking, music and movement, outdoor play.
- 129. **Dollars and sense: Planning for profit in your child care business.** Janet Bush. Albany, NY: Delmar, Thomson Learning Center, 2001. 163 pages. Best practices to help owners of small child care businesses make sound business decisions and raise their level of professionalism.
- 130. **Family child care audit manual: Strategies for protecting your business in an IRS audit.** Tom Copeland. St. Paul, MN: Redleaf, 2002. 160 pages. Detailed information for both providers and tax preparers on how to avoid being audited, what to do when you are audited, how the audit process works, and how to appeal.
- 131. **Family child care contracts and policies: How to be businesslike in a caring profession.** 2nd edition. Tom Copeland. St. Paul, MN: Redleaf, 1997. 81 pages. A complete guide to establishing and enforcing policies and contracts with parents. Includes many contract and policy samples and other important forms.

132. **Family child care marketing guide: How to build enrollment and promote your business as a child care professional.** Tom Copeland. St. Paul, MN: Redleaf, 1999. 135 pages. Dozens of marketing tips to help you set rates, promote your business in inexpensive ways, and maximize your enrollment and income.
133. **Family child care providers: The Child Development Associate Assessment System and Competency Standards.** Washington, DC: Council for Early Childhood Professional Recognition, 1997. 97 pages. Describes the CDA Competency Standards, the 13 CDA Functional Areas, and the entire CDA Assessment process for family child care providers. These are useful standards whether or not you intend to obtain the CDA credential.
134. **Family child care record-keeping guide.** 6th edition. Tom Copeland. St. Paul, MN: Redleaf, 2000. 196 pages. Valuable information for keeping accurate records of your business expenses and income and for saving money on taxes.
135. **Family child care tax workbook and organizer.** Tom Copeland. St. Paul, MN: Redleaf, annual. 244 pages. An updated edition of this book is published early each year with step-by-step instructions and forms to make it as easy as possible to do your taxes.
136. **Opening your door to children: How to start a family day care program.** Kathy Modigliani, Marianne Reiff, Sylvia Jones. Washington, DC: NAEYC, 1987. 69 pages. This warm, readable book tells how to set up your own family child care home.
137. **Quality standards for NAFCC accreditation.** 1999 edition. Salt Lake City, UT: National Association for Family Child Care, 1999. 32 pages. The NAFCC accreditation system's quality standards for family child care providers cover relationships, the environment, activities, developmental learning goals, safety and health, and professional and business practices.
138. **Tips from Tina: Help around the house: Hundreds of practical ideas to make family child care easier and more fun.** Tina Koch & Mary-Lane Kamberg. St. Paul, MN: Redleaf, 1995. 120 pages. Tips to simplify routines, organize your home, make your time with kids more fun, and make your family child care business run more smoothly.

Audiovisuals- to Borrow

Group Day Care Center Administration



139. **Child care administration.** Madison, WI: University of Wisconsin Board of Regents, 1996. VHS, color, 86 min. This tape consists of three TV programs shown for the UW-Extension telecourse "Administering Child Care Programs." Program 1 covers the duties of the child care administrator and why the job is so important. Program 2 discusses staff hiring and development. Program 3 tells how to build good relationships with families.
140. **Child care administration: Tying it all together.** Washington, DC: NAEYC, 1994. VHS, color, 29 min. Covers the following aspects of administration: mission statement, ethics policy, business type, job descriptions, staff recruitment and selection, orientation, retention, development and training, and evaluation. Some information applies specifically to the State of Indiana.
141. **Foundation for being a successful director.** Early Childhood Directors Association. Panelists: Rich Reeder, moderator; Patricia Hedberg, Sandra L. Davis, Sue Baldwin. St. Paul, MN: Early Childhood Directors Association, 1993. VHS, color, 37 min. + study guide. Good, practical, understanding advice for child care directors on handling stress, dealing with difficult people, taking care of yourself, and empowerment, from a business professor, a management consultant, and the Executive Director of the Early Childhood Directors Association, herself a former center director.

142. **Gone through any changes lately?** Denver, CO: Western Media Products, 1999. VHS, color, 4 min. This fun 4-minute video uses the slinky to help people understand and deal with change in a positive way. Perfect for workshops, team meetings, or training sessions on any topic involving change.
143. **The hiring tape: Four scenes at preschool.** Seattle, WA: Tom Drummond Video Productions, 1999. VHS, color, 14 min. + guide. These four vignettes from everyday teaching in a preschool can be used to start in-depth discussion about early childhood education, especially when interviewing new teachers.
144. **Hot topics for center directors: Legal issues.** University Park, PA: Pennsylvania State University, 1999. VHS, color, 2 hrs. + guide. This national satellite training workshop for day care center directors and supervisors features Attorney Ron McGucken of Support Services for Child Care Professionals in Lumberville, Pennsylvania. In the first hour he discusses legal issues related to the Americans with Disabilities Act, child care personnel, and child safety. In the second hour, he answers questions sent in by workshop participants around the country.
145. **Hot topics for center directors: Personnel issues.** University Park, PA: Pennsylvania State University, 2000. VHS, color, 2 hrs. + guide. This national satellite training workshop for day care center directors and supervisors features Mary Graham, President of the Pennsylvania Child Care Association and Director of Children's Village Child Care Center in Philadelphia, and Debi Mathias, Director of SUM Child Development Inc., also in Pennsylvania. In the first hour, they discuss competency areas for directors. In the second hour, they answer personnel-related questions sent in by workshop participants country-wide.
146. **Reflective supervision: A relationship for learning.** Marge Wagner and Linda Gilkerson. Arlington, VA: Zero to Three/National Center for Clinical Infant Programs, 1996. VHS, color, 60 min. + discussion guide + book *Learning through supervision and mentorship to support the development of infants, toddlers and their families: A source book*. This thoughtful tape shows what good reflective supervision looks, sounds and feels like. Realistic role-play is used to demonstrate three elements central to supervision in infant/family and child care programs: reflection, collaboration, and regularity.
147. **Smart steps to smart choices: Testing your business idea.** Tapes produced by UW-Extension Small Business Development Center. Chicago, IL: Upstart Pub. Co., 1996. VHS, color, 37 min. + audiocassette (30 min.) + book (184 p.) + computer disk. This video explains the things to consider to decide if your business idea makes good personal, business, marketing, and financial sense. An audiocassette dramatizes the process, and the book includes worksheets to use in thinking through your business idea.

Family Child Care Administration

148. **The B.U.S.I.N.E.S.S. of family child care.** Washington, DC: NAEYC, 1998. VHS, color, 28 min. Covers the basics of a family child care business: what to do before getting started; using resources; setting up the environment; including your own family; networking; ensuring excellent care; and the stresses and successes you'll experience.
149. **The business of family child care with Tom Copeland: How to be successful in your caring profession.** Tom Copeland and Jeanna Beker. St. Paul, MN: Redleaf Press, 1996. VHS, color, 25 min. + viewer's guide. Tom Copeland, nationally recognized expert on family child care business issues, takes an introductory look at record keeping, taxes, the Food Program, contracts, insurance, and tips on running your new or established family child care business.
150. **Family day care taxes.** Tom Copeland, Redleaf National Institute. Madison, WI: Community Coordinated Child Care, annual. VHS, color, 3 hrs. + handouts. Tom Copeland makes this presentation early each year to give providers up-to-date information on how to figure their taxes for the year just past.
151. **Teaching family child care record keeping and tax preparation.** Tom Copeland. St. Paul, MN: Redleaf Press, 1999. 2 audiocassettes, 2 hrs. 12 min. total + book (148 p.) This is Tom Copeland's popular workshop on record keeping and tax preparation for family child care providers. His clear, concise presentation breaks the material down into seven units and includes tips for trainers on how to present the information.

Next issue: Naps & Bedtime Routines

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- ♥ **Save and circulate your newsletters!** You may need to order materials in the future. Give everyone a chance to read it and order materials useful to them. Store it where all staff can refer to it when needed. Feel free to duplicate the newsletter if more copies are needed for your staff.

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